

IDOE Reviewer(s): SF, MC

Alternative Education Program: Central Noble Alternative School

School Corporation: Central Noble Com. Sch. Corp.

Date: 10/24/08

Contact Person: Brandon Bitting

Phone: 260-636-2117

Alternative Education On-site Monitoring Rubric Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	BOTH of the following: -Board minutes ✓ -Joint Service or Interlocal Agreement (only required if joint program) (n/a) ONE of the following: -School Improvement Plan (SIP) reference to alternative program ✓ -Administrator or Board Representation on Advisory Group -Written statements of support by administrators (letters/emails/staff meeting minutes) ✓	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	-Program's interim location is in the corporation office, which has allowed for a lot of positive interaction between students and corporation staff. -The superintendent indicated support for the program in a discussion. -Program staff has presented at teacher in-service about the mission of the program and the students it is designed to serve. -The program is written into the School Improvement Plan for the high school and is also on the Website. -Letter of support provided from the school board indicating that the program was approved. -Teachers and administrators have been supportive and want to be helpful in expanding the curriculum.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	TWO of the following: -Letters of support from community leaders or agencies -Program brochure listing partners -Advisory Group membership list, agenda, or minutes ✓ -Other documentation of community collaboration (newspaper article, agreement letter, etc.) ✓	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	-There have been 2 newspaper articles about the alternative program; local press is posted on the wall. -The advisory board includes community representation, as well as representation from probation. -A number of people from the community were asked for input when the program was being created.
Awareness of Program	ONE of the following: -Program brochure or handbook -Newspaper article ✓ -Flier, fact sheet, newsletter or Powerpoint presentation -Program website ✓ -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	-The program is on the corporation's Website. -Two newspaper articles have been written about the program. -A presentation to high school teachers about the program was conducted. -The newspaper plans to come and do another article when the program has relocated to its new site. -A letter was sent to students offering them the opportunity to participate in the program. -Word of mouth about the program has led additional students to inquire about the program or ask to be enrolled. The program currently has a waiting list.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Individual Focus	THREE examples of the following: -Completed Individual Service Plans. ✓	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	-ISPs include needs, goals, services, and progress monitoring and are appropriately completed and are individualized based on needs. -Ensure that goals always have a quantitative measure attached (e.g., student will earn 2 credits each semester; student will attend school 95% of the days in a month, etc.). -Students have individualized plans for the credits that they will attain.
Alternative Education Components	TWO of the following: -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, computer courseware description, etc. -Mastery learning guidelines or procedures. -Assessment instruments -Service learning projects -Life skills curriculum ✓ -Behavior plan -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. -List of agencies used for support & referral services ✓	-Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services or referral to community services	-Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA, TABE, etc). -Evidence support and referral services are available.		X	-Students participate in the alternative program ½ day and the other half can do vocational education or jobs. -A life skills curriculum is offered—each day, the students work on a different activity including job skills, current events, service projects, guidance, and personal finance. -Referrals to a variety of community agencies are available for additional student support. -Program schedule is highly flexible. -The program is looking to add service learning. -The program has considered exploring the possibility of adding childcare (if feasible).

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Learning environment	ONE of the following: -Professional development plan for staff ✓ -Staff meeting agenda -SIP for alt. program -Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.)	-No plan for staff development -No student survey or negative response -No way for staff/students to discuss issues. -No opportunity for student input	-Professional development plan -Regular staff meetings -SIP for alt. ed. program -Evidence of opportunity for student input		X	-There is a plan to visit alternative programs in DeKalb, Bluffton, and Lakeland to gather more ideas on effective practices. -The HS administrator and program teacher meet regularly. -The program will involve students in designing some of the policies for the program when they move to the new building.

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed: Mr. S.; computer-based instruction

Teacher:Student Ratio at Observation 1:6
(Teacher=1 Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Programming matches description in grant application.			X		Students primarily work on core academic courses using NovaNet computer-based instruction, as described in the grant application. Additional life skills activities are offered each day; a mock interview was being done this day. In addition to course work on the computer, the program will look into doing additional off-computer activities as described in the grant application as the program grows and moves to its new location.
Instruction is clear and incorporates multiple strategies.				X	During the mock interview, the teacher let students ask the questions of the interviewee. The teacher had designed to interview to be as realistic as possible to allow the interviewee student to obtain necessary real-world experience. However, the activity was not just useful for the interviewee but also for the students interviewing, because the teacher also guided the students asking the questions. The teacher encouraged the students to give each other feedback, and he also gave helpful feedback to the students. Multiple instructional strategies were incorporated into this activity, which the students seemed to find both fun and relevant. Even when students were working on the computer, the teacher, when acting as a facilitator, used a variety of strategies to help students with questions or issues that might arise. The teacher was also planning to incorporate some of his expertise as a business teacher into a personal finance course.
Students appear engaged.			X		Students appeared on task and engaged, especially during the mock interview. Students seemed to enjoy the activity very much. When giving feedback, the students offered good insights and questions. Even when not under the direct supervision of the teacher, the students were on task on their computer work and were generally quiet and engaged.

Location supports a positive learning environment.			X		Currently, the program is located in the boardroom of the school corporation office, which was quiet and conducive to learning. The corporation is in the process of renovating a building across the street for the new space. The new space will be inviting and is brightly lit; program staff plan to encourage students to decorate the new space.
Teachers appear knowledgeable and caring.				X	The program teacher conducted a mock interview with students because one student had a job interview that day. During the interview, the teacher provided helpful feedback to the students and encouraged the students to share with one another and challenged them to do their best—all students appeared very comfortable sharing ideas and seemed very supported by the teacher. The teacher seemed to have created a very caring environment and was extremely dynamic and engaging for the students. The teacher was extremely knowledgeable of the computer-based programming and also seemed very knowledgeable of student needs and how to address them. The teacher had a very nice rapport with the students, whether delivering the life skills curriculum or helping facilitate the students in their work on the computer. The high school administrator also seemed knowledgeable of the program and very focused on its success.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
Student Eligibility	-Entrance/Exit Criteria and process ✓ -DOE-AL Spreadsheet maintained ✓	-The program is primarily designed to serve students who have dropped out of school or may drop out, although other students who have situations that may lead to drop out can be considered for the program. -Students were offered the opportunity to participate; students or parents can also self-refer. -DOE-AL spreadsheet will be maintained.	X	
Staff Qualifications	-License for teachers or HOUSSE documentation ✓	-Program teacher is licensed in business; acts as facilitator for computer-based programming.	X	
Health and safety	-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation) ✓	-Currently located in the school corporation office; plans are in place to have the new building inspected upon completion.	X	
Financial	-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211 ✓	-All funding for the program comes from the general fund (the corporation is supporting the program) -Alternative education grant funds will be receipted properly.	X	
Time/Year	-Daily Schedule ✓ -School Calendar (only if different from the corporation)	-Operates on 180-day, 5-day per week calendar; students attend the program for a half day (some AM, some PM, some all day—the schedule is very flexible).	X	